

## CHAPTER I INTRODUCTION

### A. Background

Language is primarily an auditory system of symbols. Long time, It is acknowledged that in the language learning, speaking skills are very important factor to be had, because when a person can use a foreign language well in everyday life to speak with the other so it could be a measure in language learning. For example, somebody says that she is able to speak English if he is able to show his English through speaking practice. Finochiaro (1974) claimed that speaking is a real language, which means that the capability to communicate in a language can be shown through the skill of speaking. Speaking skills refers to the capability of students to express thoughts or feelings verbally how students can express their thoughts and feelings in orally. One of the function in speaking is to share image on the situation where the other person is hearing to words or speaking face to face, looking at the gesture and facial expression. In other words, we may say that speaking is a skill or ability to convey messages directly.

The fact, related to learning English usually most students are reluctant to speak. Puspita and Mulyadi (1991: 31) state that the most difficult part of the task of the teachers in the teaching English especially in speaking class laid on how to encourage students to speak. The student appear often unwilling to talk when they practiced in speaking class activities. The same problem also convey by Chastain (1976) that many of the EFL students are self conscious and do not like to make mistake or appear stupid in front of their friends.

Why are the students unwilling to speak English? The fact there are something establish it. There are internal factors and external factors. Internal factors are motivations, needs, attitudes, and students learning style. External factors contain of

environments, family, teacher and learning process in the class. External factors that are important in determining student achievement is speaking activities provided by the teacher in the classroom. Jones (1981) argued that convenient work activities break the problems of learners who are reluctant to speak. It means that the accuracy and effectiveness of the method in the learning activities will bring interest and motivate students to learn the language, for example about talking. Nunan (1991: 39) states that the learners will be facilitated to speak when they are actively engaged in attempting to communicate.

There are two fundamental features in language which mark it as quite diverse in kind from alert: *productivity* and *structural complexity*.

1. To fulfill the needs of the development of communicative language allows any human being to produce utterances, often quite new, an infinite number of contexts in which the language is bent, shaped and developed. Old expressions are changed, new ones coined. People are not genetically programmed to take permanent calls or movements. They have a native general capacity for language (often called the Language Acquisition Device—LAD), but it is a creative capacity. Given the occasion to study from their environment, all humans can communicate in an infinite variety of ways.
2. Language is not a sequence of signals, where each stands for a particular meaning. If words were merely fixed signals of meaning, then each time a word occurred it would signal the same thing, irrespective of the structure of the whole utterances—in fact there would be no ‘whole utterances’ beyond individual words (Geoffrey Broughton, Christopher Brumfit, Roger Flavell, Peter Hill and Anita Pincas : 26)

In some territory, as an alternative local content on elementary school curriculum, elementary schools have included English as school-based curriculum. Hence, they are not only to teach English to young learners (as one of the instruction in the class) but also to become material designers. Based with this fact, the teachers of English in elementary school require theoretical bases on teaching-learning English to young learners. After theoretical learning English for students (young learners), they will be able to design

materials, to teach well, and to suggest what approaches, methods, and techniques to be used.

One of the function of English language that English is the international languages used as a means of communication in the international relationship and highly used in a lot of branches in knowledge. Brown (2001: 118), furthermore, states that English is not frequently learned as a tool for understanding and teaching US or British cultural values. Nevertheless English language becomes the way to make a communication in the international communication in transportation, commerce, banking, tourism, technology, diplomacy, and research of scientific. In accord with the fact, it is suitable that English is included in the local content of school-based curriculum in elementary school. hence, it is necessity to device system in teaching learning of English to young learners (elementary school students) to reach the excellent result. Competence has given to learning English in elementary school provides the teaching-learning that can provide any easy cause they are included as the golden age. linguistic competence and linguistic performance are two competencies to support teaching learning English. It is in accordance with Chomsky in Clark and Clark (1977: 6) who states that linguistic competence is one's capacity to use a language, while linguistic performance is the actual application of this competence in speaking or listening. Furthermore, Brown, (1987: 24) states that competence refers to one's underlying knowledge of a system, event, or fact. It is the non-observable, idealized ability to do something, to perform something. Performance is the overtly observable and concrete manifestation or realization of competence. It is the actual doing of something: walking, singing, dancing, or speaking.

As social soul, actually we shall make interaction with other people, thus we must have fine language to form communication with them so that make them understand what we need or we are able to understand what they want. So, to make clear about our want

with some one else, need instrument, that is language. In our nation, there are three differential languages, such as; first language, second language and third language or international language. First language or native language are Javanese, Balinese, Sundanese etc. Our second language is Indonesian and our foreign or international language is English. We know that to see the world can use the language. English, as an international language is very truly significant thing to be studied because it's has important role as the medium of international communication and probably always plays as the communicate with the people in the world. It is the key to international currencies of technology, science and commerce. Its situation makes the government get it a specific status as the first foreign language that must learned in some grade of education. Education of Indonesia's formal, the elementary school is the basic education stage. Everyone or children should be present the school in elementary before join the higher schools. From this reason, that the basic of education which will be allowed by every students in Indonesia are the elementary school. If they are expecting the higher formal education then they have to go through the education process that has been set by the state

Nevertheless, In the large class, To get a good and dynamic conditions or ideal for teaching learning in a large class, aspect physical and seat placement must be considered because it can affect the teaching learning process in the classroom. So this is a big challenge must be fulfilled to create good interaction in effectively or dynamically language in large classes. Wagner (2001:234), then also says "I should get every learner to talk much more, but that is impossible with 30 learners in my class". Therefore, for creating an interactive learning process between teacher and her/his students, innovations in teaching English are very much needed.

To the classroom, students will come with certain expectations as to what a good classroom should be, and of the role the teacher plays within it. They also expect the

teacher to have something solid to offer them the terms of professional knowledge and experience of language learning options (Wagner2001:110). Here, the teacher does play an important role. A good teacher therefore, is one who can breathe life into methodological procedures in pursuit of the learning objectives set out in the curriculum. Whereas the student role is defined as the nature of students' participation in the classroom: their participation is therefore channeled through the assumptions about the nature of language and of language learning found in the methodological being used (Wagner:106). In addition, the relationship between the teacher and the students also becomes the light for the writer to conduct the research.

In order to know more about classroom interaction of English teaching-learning process in the large classes, a descriptive method is suitable to be conducted because it looks deep at the relationship between teacher and students in the form of classroom interaction, that is when the teacher asks question, give explanation, feedback, error treatment and when the students listen to the teacher's instruction and explanations, when they express their views, answer questions and carry out the tasks and activities, etc. Besides that, it is also aimed to know the opportunities of the students' involvement for practicing their knowledge and skills in the teaching-learning process, the role of the teacher and the students in the classroom, and also to know the effectiveness of English teaching-learning process. In addition, its qualitative, interpretive nature helps the writer to realize this complexity in perspective. In short, a descriptive research is very important to help the writer understand the view of those problems and find route through it.

As an international language English has gained its popularity all over the world, including Indonesia. In the past English was only taught as secondary school. In current years, however the teaching English of is expanding into primary or elementary school settings. The degree of the Ministry of Education and Culture number 0487/4/1992,

chapter VIII states that English can be taught as an extra instruction if it is needed by the local community, and if the teacher of English is available. Another decree of Ministry of Education and Culture , No, 060/U/1993 states that English may be given to Elementary school students as a local content. The phenomena as caused many English educators charged with teaching teacher education and/or curriculum and materials development to raise question about how to best to teach English as a foreign language to young children.

A collection of naturalistic techniques, generally based on how parents communicate with their normally developing infants and young children, is recommended for youngsters with disabilities. These techniques are unintrusive, loosely applied and feel natural, making them easy for parents to use at home without disrupting family life, and for teachers to use in the midst of regular classroom activities. Naturalistic techniques include the following. Paying attention to what the child is interested in (as opposed to the adult directing the child's attention towards something else). Ways of doing this include noting what the child appears to be focusing on, and then talking about it or including it in interactions with the child, or imitating what the child is doing. If the behavior being imitated is one that is not desirable, such as finger watching, the adult can begin to modify it into a more socially acceptable behavior, such as a peek-a-boo or waving game once the child is engaged in the interaction. This is especially useful for children who do not enjoy interacting with other persons (Reichle, 1997).

In line with this requirement, because of the importance of English, our government has special program that is trying to teach English in the elementary school, beginning from the fourth grade up to the sixth grade. This is stated in GBPP 1994 number 208/130 that English is taught as a local content. Perhaps the main point of this program is to help Indonesian students to master English as a foreign language and international language, in order to master the technology and science. By teaching English earlier in elementary

school, the government hopes that English will be learned by the Indonesian students more easily than before, remembering that they have to prepare to get higher education. Based on 1994 curriculum, every elementary school should teach English in their school. However, some of the elementary schools have no preparation on this case, especially teachers who will teach the English subject. Sometimes, they are teachers from any subject and they are trained for several times to become English teachers. It can be said that the English teachers in elementary schools are not professionals. Teaching English in elementary school is different from teaching English in the higher education because the students in elementary school are categorized as children. Elementary school students are children who still like playing, they are very active and mobile; and they enjoy and having fun. While, higher education school students are adult who can adapt in any situation. In teaching English to children, the teacher has to be able to make the materials become interesting and teach it as simple as possible. Beside, the teacher must be creative and energetic in managing the classroom in order to avoid the children's feeling, like boring, lazy and difficult to learn. An English teacher has their to give explanation, it means that every school has difference in teaching learning process.

An elementary school is an institution where children accept basic education, which is compulsory in most of the nations. Teaching in primary schools is very different because it involves the small children whose age is different so it is depending on how the system be applicable. Most of the problems of their start from six years old and their education continues in four or five years in primary school. About 19th and 20th centuries the obligatory of education gradually get abroad. There is a thought in the wider community that the people do not send their children to compulsory school so the parents will be fined.

Teaching learning systems in the elementary level requires a set of competencies that must be implemented. something that happens that teachers entering the child's world and create difference in the lives of young learner, a process that requires patience, dedication, knowledge and hard work. Education at the elementary school is usually for six years so that in that period the teacher should have prepared themselves with the development of learning such as taking courses in mathematics, history, English, etc.

Teaching staff should be qualified to teach with the resultteaching learning will go well. Teachers should be from faculty who have a higher education degree and some teaching staff specialized programs. They generally have to graduate a semester as a student teacher too. Many future teachers decide to start working with children as soon as possible. In the future many school teachers who want to teach the basic level and learn with children. They volunteered to help teach in elementary schools or just teach a foreign language, but they frequently travel abroad to study together with children. Teachers presume that most teaching credential programs will require documented evidence of experience with children in or out the classroom. University and college programmes also offer trainings after the end of the education programme.

Upon completion of the education programmes, teachers may apply for a job. Many elementary school teachers teach core subjects like English and math. But there are teachers, who are trained in teaching music or sport. Their job can be rewarding and frustrating at the same time. Schools usually work with limited budgets and there are not enough resources to cover all the needs of the pupils. Teachers face every-day situations where lack of materials or chances to work more with lower performing students restrain progress in the classroom.

Teachers are often a combination of teacher, mother, nurse and counselor. They work with students usually, between 6 and 11 years old, which may involve a large



number of accidents, such as loosing teeth and early teen-problems. Teachers have to be able to respond to all of these stages of development. They need to know all the time how to communicate with their students. Also, teachers shall be able to communicate well with each other and with the administrative staff of the school.

School teachers prepare for every class and by writing a lesson plan. The plan allows teachers to achieve their main goal – measurable student learning. The plan contains the lesson objectives which are in line with the education standards in the country. The teacher situates the plan in the context of her or his students' knowledge. He or she knows exactly how they will present the lesson's concepts to the students. The children are always given an opportunity to take part in the lesson and apply the skills they have learned.

Teaching at elementary school may require the use of a multiple intelligences method. The method describes the human intelligence by eight main ideas – children and people are body smart, word smart, number smart, people smart, art smart, self smart, music smart and nature smart. Then, when pupils learn history, per example, they may sing songs, draw pictures, go to school dressed as the people they are studying for. They are taught via activities, which develop and use their specific talents. When it is time for an exam, pupils are able to recall what they have studied as the knowledge is deeply ingrained.

The theory of multiple intelligences, which was proposed by Harvard education professor Howard Gardner, suggests that there are different approaches to find how students learn and understand concepts and abstract ideas. The approaches suggested by the method have practical value in the classroom. Hence, children who have problems with math could learn to multiply, for instance, using a different approach or may have intelligence which will allow them to develop in other fields or may simply be looking at and understanding the processes at a deeper level. The method suggests that a child who

has no problems with addition and subtraction is not necessarily more intelligent than a child who has difficulties with math.(questia Trusted Online Research, 2012).

The profile of Integrated Islamic Elementary School(SDIT) Smart Cendekia Karanganom is located in Hamlet, Village Karanganom, District Karanganom, Klaten. It was established for the general public. Starting from a number of people who can not afford of their economy whom does not learn the standard of integrated Islamic of education (IT), so this school is indeed on the concept for schools IT standards but it is been affordable financing by anyone, moreover there is scholarship program for orphans and destitute.

Integrated IslamicElementary School (SDIT)prepares to excellent schools with Fullday School curriculum concept that combinedthe set curriculum by the nation education with curriculumof Integrated islamic(IT), learners are expected to have a complete unity between science and personality. With the autonomy concept of a school or school-based management system is expected the school's management will be better and produce more independently of graduates quality.

With a curriculum that will be developed, then it makes the solution for today's society.we knew that the delinquency rate is very difficult to control, promiscuity can strike to anyone. So we will concept this school in order to produce the young moslems generation who have a good personality.Our determination to continue the establishment of schools with a higher level with more rounded consideration, such as the good responsibility from the public about the learning model at Integrated Islamic Elementary School, a lot of poor people who want to develop their potential education.We provide greater opportunities for people to participate in a real contribution and charitable pay to build Islamic civilization.

Vision at Integrated Islamic Elementary school of Smart Cendekia is establishing an Islamic protégé, Smart, and Independent whereas the Mission at Integrated Islamic Elementary school of Smart Cendekia is realizing the value of Islam, appreciation, and his experience; doing Islamization content and process of education; implement education services in a fair and satisfactory; digging and talent development gradually; implementing active learning, creative, effective, innovative, enjoyable; instilling self-reliance in the child gradually step by step.

Target Graduation of Integrated Islamic Elementary school of Smart Cendekia is students are able to read the Quran properly; Students are able to memorize the Qur'an, they can read in memorize Juz 1-3 at the end of sixth grade; students are able to read in memories about 20-30 hadith and daily prayer as well as they are able to apply on daily activities; students are able to master the basic principles of mathematics, social studies, science, Indonesian, English, Arabic, and other materials through use it in a good act for people.

Teaching learning process of English in Integrated Islamic Elementary School of Smart Cendekia of Smart Cendekia Karanganom, Karanganom, Klaten has been started since the year of 2010. English is taught for first, second, third and fourth grades. There is two English teachers at Integrated Islamic Elementary School of Smart Cendekia, Karanganom, Karanganom, Klaten and they divide into two part of the English classes. Both of them were graduated from an English department of Teacher Training and Education faculty of a university in Central Java. From their background, it is expected that they could apply his theories into the English teaching learning process, especially in the third and fourth grades as the middle year in elementary school remembering that they have to prepare to continue their education into the higher level, namely junior high

school. Because elementary school is different from junior high school, then it needs many special materials or may be special technique to teach them.

From the phenomena above, the writer wants to conduct a research on the instructional design for English at Integrated Islamic Elementary School of Smart Cendekia Karanganom, Klaten: Naturalistic Study. The writer chooses school because he wants to know the instruction of teaching learning that is used in there.

## **B. Problem Statements**

Based on the background above, the writer focuses on “How is the instructional design of English at Integrated Islamic Elementary School of Smart Cendekia Karanganom, Klaten?”

Based on the problem above the writer writes some Subsidiery of research questions as follows:

1. What is the syllabus used in the teaching learning process?
2. What is the learning objective?
3. What is the method of teaching?
4. What is the model of evaluation from the teaching learning?

## **C. Objective of The Studies**

The objective of the study is:

1. To describe the process of teaching learning English
2. To describe the aim in teaching learning English
3. To describe the applying method used of the teaching learning process
4. To describe the model of teaching learning English

## **D. Benefit of The Studies**

The writer expects that this study will be beneficial for:

## 1. Theoretical benefits

- a. The result of the research paper can give some input to other researchers who intend to analyze the instructional design. Cognitive research is telling that what be accepted with good instruction, a lot of students, someone who has academic talent, with stipulation, in general students could get lessons by identifying through something that has been notified and they read, careful investigate, nevertheless, Sometimes it appears that their understanding is limited or irrelevant, in case not entirely wrong, with this discovery that a healthy mind and there is significant savings in setting goals of education: school should be able to choose which is important for determining the concepts and skills. Because of the concentration on the quality of understanding is very necessary not only to the quantity of information that is presented.
- b. The result of the research can be used as the references for those who want to conduct a research in English teaching process. Because in this study also informs about the teaching and learning process is carried out at the institution. In general, the concepts in learning has an important role at learning and teaching so it is clearly influential in educational purposes. For learning here presented separately in order to comfort and get easy although they are interrelated

## 2. Practical benefits

- a. It will give some information and knowledge about the English teaching learning process at Integrated Islamic elementary school. they should be able to build character appropriately although many teachers who teach or through reading books. Usually a lot of people relate between new information with the concept that their trust. Sometimes we do not think about whether students can understand about life or the world so that it is not enough just to remember or just informed but the

practice is more striking for student therefore concepts have significant value in the life of human civilization. Or, if they do remain in memory, they will be tucked away in a drawer labeled, say, "biology course, 1995," and will not be available to affect thoughts about any other aspect of the world. Concept is good when it is studied and presented in different ways, concepts are good when it is studied and presented in different ways, therefore the teacher must be able to understand while ensuring manner which can be used in education and knowledge for students

- b. It will give readers a greater insight. from this research is expected that readers find some more knowledge about teaching learning English process. Because effectiveness of learning requires teachers to be more aggressive and creative in delivering instructional material to students. That is not enough to just read or just giving information to children, but in this case the students were invited to enter the material that has been taught or even encourages the child to learn while playing so that children can learn while enjoying the feeling of learning. Students live with the background and activities of each and they come to school with their own thoughts whereas those thoughts are there right and wrong. if things are wrong either institutional or individual not treated so long time their native trust are likely to win out, although they could answer the test that teachers give. The most important thing that how teachers can encourage and guide for the students to understand the world through education are studied.
- c. The writer can know the advantages and disadvantages of the English teaching learning process at Integrated Islamic Elementary School of Smart Cendekia Karanganom, Karanganom, Klaten.

## **E. Research Paper Organization**

The writer organizes the research into five chapters in order to make sure the reader knowing the content of the research paper as follow: chapter I is introduction. It consist of background of the study, problem of the study, objective of the study, benefits of the study, research paper organization. Chapter II is review of related literature. It consist of notion of learning, the notion of language teaching, teaching English as a system and formal education. Chapter III is research methodology. It deal with type of the research, description of setting, data and source of data, the data credibility. Method of collecting data and technique for analyzing data. Chapter IV is research finding and discussion. Chapter V is conclusion and suggestion.